



Fountain Inn Elementary

608 Fairview Street
Fountain Inn, South

Grades	PK-5 Elementary School	
Enrollment	842 Students	
Principal	Glenn R. Wile	864-355-5100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

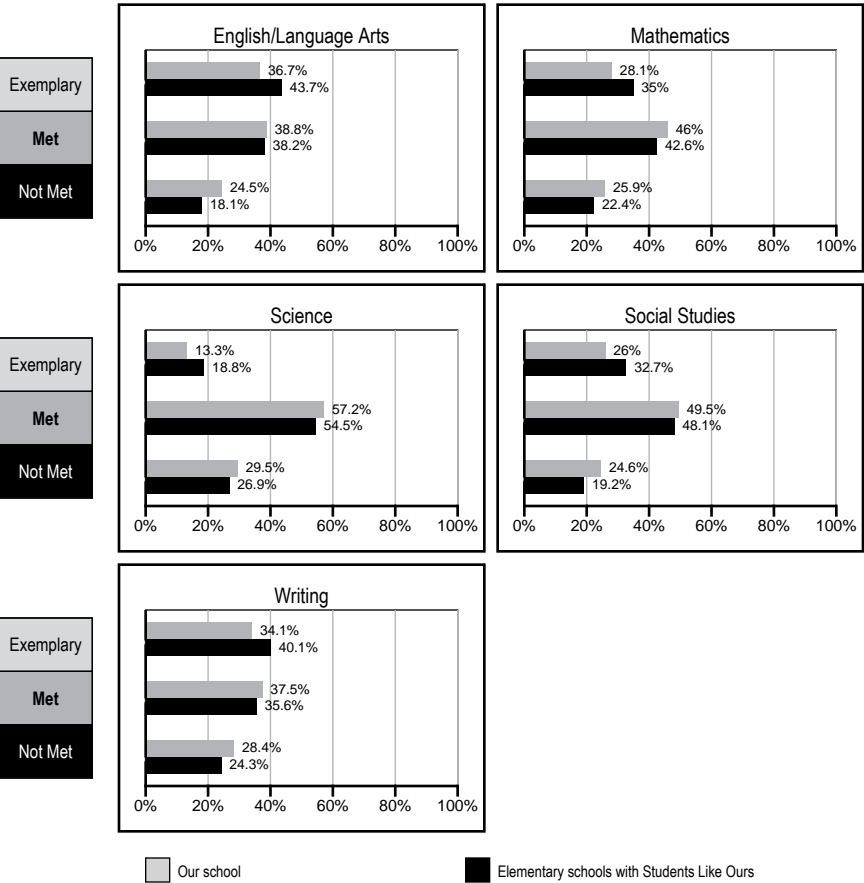
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	29	41	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=842)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Up from 0.2%	1.9%	1.9%
Attendance rate	96.0%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	15.6%	Up from 12.0%	14.4%	10.0%
With disabilities other than speech	8.2%	Down from 9.2%	7.4%	7.7%
Older than usual for grade	0.1%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	47.4%	Up from 39.7%	61.3%	59.4%
Continuing contract teachers	78.9%	Down from 79.3%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Down from 92.6%	88.5%	85.9%
Teacher attendance rate	94.8%	Up from 94.5%	95.2%	95.1%
Average teacher salary*	\$44,022	Up 4.5%	\$47,579	\$47,149
Professional development days/teacher	7.7 days	Down from 10.4 days	11.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 21.0 to 1	19.3 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 88.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,878	Up 6.0%	\$6,980	\$7,458
Percent of expenditures for instruction**	70.2%	Up from 68.6%	69.1%	68.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 63.9%	62.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of Fountain Inn Elementary School is to work with home and community to provide educational experiences that will create life-long learners and responsible contributors to society. With a commitment to strong instructional planning, effective teaching in the classroom, and participation in ongoing civic opportunities such as the National Junior BETA Club, our students continue to make great gains both academically and socially.

This past year, our school made a commitment to continually enhancing our school environment, becoming a PBIS school. With a focus on excellence in the classroom and throughout the school, our number of referrals has decreased 50%, and our students are focused and engaged in the learning process.

Our students at Fountain Inn continue to make significant gains academically. Our academic goals for this year were for at least 50% of our students to meet their targeted RIT goal as measured by MAP in both ELA and Math. In ELA, 55.6% of our students met their targeted goal as compared to 43% the previous school year. In Math, 61.2% of our students met their targeted goal as compared to 34.2% the previous year.

With a commitment to strong planning and a focus on excellence in the classroom from our teachers and a willingness to learn from our students, together we will continue to reach and exceed the expectations set for success in the 21st century.

Glenn R. Wile, Principal
Carter Balentine, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	128	90
Percent satisfied with learning environment	94.3%	94.5%	91.9%
Percent satisfied with social and physical environment	96.2%	92.8%	89.8%
Percent satisfied with school-home relations	88.7%	93.6%	83.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	440	100	24.5	38.8	36.7	87.3	84	82.8	Yes	Yes
Gender										
Male	229	100	24.8	37.6	37.6	83.9	80.8	79.3	N/A	N/A
Female	211	100	24.1	40.2	35.7	91	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	299	100	21.7	35.3	43	88.5	89.5	89.5	Yes	Yes
African American	114	100	29.8	51	19.2	84.6	72.7	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	18	100	33.3	38.9	27.8	77.8	74.8	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	51	100	78.4	19.6	2	54.9	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	33.3	33.3	33.3	77.8	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	215	100	33	40	27	81.5	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	440	100	25.9	46	28.1	79.9	80.9	78.9	Yes	Yes
Gender										
Male	229	100	24.8	45.4	29.8	80.7	79.6	77	N/A	N/A
Female	211	100	27.1	46.7	26.1	78.9	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	299	100	21.3	42.7	36	82.9	87	87.2	Yes	Yes
African American	114	100	38.5	54.8	6.7	73.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	18	100	33.3	44.4	22.2	66.7	75.3	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	51	100	N/AV	N/AV	N/AV	27.5	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	33.3	38.9	27.8	72.2	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	215	100	37	46.5	16.5	70.5	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	294	100	29.5	57.2	13.3	70.5	71.3	67.5
Gender								
Male	154	100	26	57.5	16.4	74	70.8	67
Female	140	100	33.3	56.8	9.8	66.7	71.8	68
Racial/Ethnic Group								
White	206	100	26	57.1	16.8	74	79.5	79.5
African American	69	100	44.4	50.8	4.8	55.6	53	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	13	100	15.4	76.9	7.7	84.6	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	18.5	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	13	100	23.1	69.2	7.7	76.9	60.4	59.6
Socio-Economic Status								
Subsided meals	137	100	41.3	49.2	9.5	58.7	57.5	55.1

Social Studies								
All Students	297	99.7	24.6	49.5	26	75.4	75.7	72.3
Gender								
Male	150	99.3	24.6	43.7	31.7	75.4	75.1	71.5
Female	147	100	24.5	55.4	20.1	75.5	76.3	73.2
Racial/Ethnic Group								
White	196	100	20.7	47.3	31.9	79.3	81.7	80.7
African American	82	98.8	32.4	58.1	9.5	67.6	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	12	100	33.3	25	41.7	66.7	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	39	100	69.2	28.2	2.6	30.8	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	11	100	27.3	27.3	45.5	72.7	69	67.9
Socio-Economic Status								
Subsided meals	147	99.3	36.5	42.3	21.2	63.5	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	435	99.1	27.9	37.7	34.4	72.1	72.9	70.2	96	96.5
Gender										
Male	227	98.7	32.9	38.4	28.7	67.1	66.4	63.2	95.9	96.4
Female	208	99.5	22.5	37	40.5	77.5	79.7	77.5	96	96.5
Racial/Ethnic Group										
White	298	99.3	23.8	37.4	38.8	76.2	80.5	79.1	95.7	96.3
African American	110	98.2	38.8	41.7	19.4	61.2	57.1	57.6	96.6	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.3	86.2	94.5	97.6
Hispanic	18	100	27.8	22.2	50	72.2	61.3	62.6	95.8	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96	95.2
Disability Status										
Disabled	56	98.2	N/AV	N/AV	N/AV	18.2	28.4	26.1	95	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	18	100	22.2	27.8	50	77.8	60.5	61.2	96.4	97.2
Socio-Economic Status										
Subsidized meals	206	99	41.2	33	25.8	58.8	58.8	58.9	95.5	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	144	100	25.4	32.6	42	74.6
	4	151	100	25.4	45.8	28.9	74.6
	5	145	100	22.6	38	39.4	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	144	100	37	34.1	29	63
	4	151	100	21.1	54.9	23.9	78.9
	5	145	100	19.7	48.9	31.4	80.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	71	100	34.8	55.1	10.1	65.2
	4	151	100	31.7	57	11.3	68.3
	5	72	100	19.4	59.7	20.9	80.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	73	98.6	31.9	49.3	18.8	68.1
	4	151	100	21.8	55.6	22.5	78.2
	5	73	100	22.9	37.1	40	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	143	98.6	26.1	31.9	42	73.9
	4	150	98.7	34.3	40	25.7	65.7
	5	142	100	23.2	41.3	35.5	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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